

tempt at the mechanical correlation of subjects. While this latter may be important, the child must be recognized as the central object in this work.

(6) The books can be obtained either as a five (5) book series, suited to the peculiar conditions of our country schools, or in an eight-book series.

(7) We also call your attention to the fact that the books are furnished either in cloth or boards, there being no difference in the two sets except in the binding. This is a decided advantage.

(8) The arrangement of the words for spelling lessons is good. At the beginning or end of each lesson we find a list containing all new words which are used in the reading matter. Besides this there are lists of words arranged, at intervals, in the lower books, according to form and sound, for special drill in spelling.

(9) We consider these books admirably adapted to use in our country schools where very little real literature is found. They can have no other effect than that of producing a desire to read the best, and to know more of the writers who have expressed their thoughts so beautifully.

In conclusion, we desire to say that it has never been our privilege to examine a more admirable set of books. While other good readers have been submitted to and examined by us, we believe a mistake would be made if our children are not given the inspiration which would follow the reading of such books, and hence we earnestly commend them to you as our *first choice*.

GRADED LITERATURE READERS.

Mechanical Outlines.

As to mechanical qualities, we examined these books in the same manner as indicated above, and find them first-class in every respect.

Subject-Matter.

This is a good, strong series of readers in almost every point mentioned above. In literary finish they will not measure up to "Stepping Stones to Literature." We are of the opinion, also, that they will not prove so interesting to the children. The plan is not so definite and well wrought out. We recommend them as second choice.

CYR'S READERS.

In mechanical qualities these rank among the first. Binding, printing, etc., are all that could be desired. While they are admirable as to subject-matter, they are not so well adapted to the conditions of our ordinary schools. For example, in the Second Reader we find biographies of Longfellow and Whittier. These are well rendered, but we doubt whether they could be successfully used where there is no library. This series is our third choice.